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ABSTRACT

Based on committee meetings held in February 1969, this report begins with a discussion on preparing case studies on out of school education, followed by aspects of the relationship between educational and broadcasting authorities, the evaluation of educational needs and program outcomes, use of satellite transmission, two study courses on educational broadcasting and combined teaching systems, and ideas for long-range planning. Resolutions are next presented on such matters as wider European cooperation, course planning, evaluation procedures, and the allocation of frequency bands to transmitting authorities. In addition to the agenda and participants, the appendix includes an outline for a cooperative European pilot project in educational television and a suggested classification of course evaluation methods. [Not available in hardcopy due to marginal legibility of the original document.] (LY)

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COMMITTEE FOR OUT-OF-SCHOOL EDUCATION

STUDY GROUP
ON NEW TYPES OF OUT-OF-SCHOOL EDUCATION
- Combined teaching systems -

Second Meeting
Strasbourg, 24th - 26th February 1969

REPORT

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INTRODUCTION

The meeting was opened by the Director of Education and of Cultural and Scientific Affairs.

In his introductory address the Director said that the Study Group on New Types of Out-of-School Education would henceforth be expected to act as a "steering body" of the Council's programme in the field of multi-media teaching systems. This programme was of importance in that it attempted both

- to meet some of the most immediate and urgent educational needs of our new society, and, at the same time,
- to prepare European educationalists for the future in the CCC's long-term perspective of "Europe 20 years ahead".

The Director congratulated the Study Group on its first report which the Committee for Out-of-School Education had received and appreciated as the first result of an activity "which should be further developed and prolonged. Indeed it was likely that these methods and techniques, which were only in an early stage, would develop considerably during the next decade".

In view of this development, the Committee for Out-of-School Education had asked at its 7th session in November 1968 to include the problem of satellite application for educational purposes in the agenda of this Study Group.

The Director, then invited Professor W. Perry, Vice-Chancellor of the British Open University, to take the chair of the meeting of which the agenda and the list of participants appear in Appendices III and IV to this document.

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A. GENERAL DISCUSSION

I. COMMENTS ON THE REPORT OF THE FIRST MEETING

The discussion concentrated on two main issues:

- the preparation of further case-studies, and
- the relationship between educational and broadcasting authorities.

1. Further case-studies

Some of the following suggestions were made by participants concerning suitable subjects for further case-studies:

- "The audience of 'R.T.S. - PROMOTION'" (a most interesting study submitted by Mr. Garnier, to be developed into a case-study).
- Three BBC "gateway courses" for the "Open University" (thoroughly elaborate experiments with an emphasis on modern correspondence and group tuition).
- A structural analysis of the use of multi-media systems for adult education purposes in Norway.
- A case-study on recent developments in multi-media teaching at the "Conservatoire National des Arts et Métiers", Paris.
- Possibly, one or more case-studies on multi-media courses produced by the Netherlands TELEAC Foundation.

In conclusion the Study Group took a decision concerning the preparation, publication and circulation of any forthcoming case-studies (cf. Chapter B, para. 1, of this report).

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2. The relationship between educational and broadcasting authorities

It is evident that the appropriate and extensive use of radio and television for educational purposes depends essentially on the scope and form of collaboration that can be established between educational and broadcasting authorities. The situation and the problems differ considerably from country to country and it is doubtful whether a typology of temporary and/or permanent solutions found in some single cases would be of general practical use.

It is, however, interesting to note that there was agreement on what needs to be an overriding principle, namely, that the educational authorities must take on the ultimate responsibility of any multi-media project or system, i.e. prescribe the academic objectives and general character of broadcasts which can then be planned and carried out on the basis of an educational partnership between educational and broadcasting authorities. This partnership must extend over the whole range of programming, from the conception of the course to the final production of the programmes.

The Study Group confirmed that the "draft plan of action" suggested under Chapter V of its first report ("New Types of Out-of-School Education", page 26) was a useful vehicle for decision-takers. However, in practice, initiatives are more likely to come from the broadcasting authorities, and this may entail two kinds of new problems:

- The organisation at the receivers' end is clearly a task of the educational authority whose collaboration (particularly in the field of adult education) is often lacking.

- Broadcasting authorities, naturally, find it difficult to bear the full charge of organisation, they are in most cases working on the basis of commercial principles and can often not afford multi-media programmes of a suitable educational standard and value which usually appeal to minority groups of the population.

There is a number of subjects, particularly in the widening field of education of adults, which would allow programming on the European level with a view to accumulating these minority groups and thus:

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- lowering the costs considerably and, at the same time,

- increasing the effectiveness and the educational quality of courses.

The Study Group concluded the discussion on this item by confirming that this matter can and should no more be dealt with in resolutions or recommendations but needs to be tried out practically in a European pilot-project (cf. point B, para. 14 below).

II. DISCUSSION ON THE RESULTS OF THE SCHEVENINGEN SEMINAR (doc. EES (68) Stage 43,10)

The discussion on the two themes of the Seminar (assessment of needs and evaluation of results) was seeking clarification of the complex educational, methodological and technical problems involved, by distinguishing between general studies on educational needs and practical evaluation methods applied in connection with individual multi-media courses. Further specifications concerning the methodology of evaluation eventually led the Study Group to separate the idea of a European pilot-project (advocated by the Scheveningen Seminar) from the study on evaluation.

1. Studies on evaluation

A first tentative effort was made during the meeting to classify and define the various categories and types of evaluation. This systematic approach should be developed in a series of special meetings and should eventually lead to comparative studies on the European level. The proposed series of meetings could, at the same time, serve the purpose of basic and further training of specialists in evaluation. (The conclusions adopted by the Study Group appear under point B. III).

2. European pilot-project

It became clear in the course of discussions that the pilot-project must, in the first instance, be one of co-production rather than of evaluation. It must, as a first step, be a relatively simple and clear-cut project, however not without endeavouring to use the full "multi-media teaching kit". One of the main purposes at this initial stage will be the political impact which such a co-operative pilot-project can make on governments. It would certainly be inadvisable to overload this project with a variety of different aims and purposes in an attempt to do too many things at the same time.

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On the other hand there is no room for doubts that technological advance will make closer educational co-operation on the European level an urgent task. What is, indeed, at stake in Europe's cultural and educational independence and influence which must henceforth be based on the positive awareness of new and common educational needs.

European educational co-operation can best be demonstrated in a pilot-project on a theme which

(a) is of general interest;

(b) is of educative and informative value;

(c) lends itself to the use of multi-media teaching systems;

(d) allows the production of a top-quality programme;

(e) is new and does therefore not coincide with or counteract existing TV programmes and school, university or adult education curricula in member countries;

(f) is suitable to meet immediate educational needs common to member countries.

The Study Group took decisions along these lines which are contained in Chapters B. IV and V of this report.

3. Publication of the Scheveningen report

In the light of the preceding discussion, the Study Group decided that the report on the Scheveningen Seminar should be published without the recommendations adopted by the Seminar.

III. DISCUSSION ON SOME OF THE DELIBERATIONS OF THE WORKING PARTY ON THE USE OF SATELLITES FOR EDUCATIONAL PURPOSES (doc. CCC/ACV (68) 120)

Some of the main arguments were already brought forth in the discussion on the pilot-project (point A, II, 2 above).

The urgent requirements in view of satellite application can thus be summarised under three headings:

(1) The claim for wavebands.

(2) The assessment of common educational needs; in particular the identification of new needs.

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(3) The problem of soft-ware:

(a) making existing suitable soft-ware generally available (exchange of programmes);

(b) co-production of new soft-ware.

1. The claim for wavebands

The Study Group was informed on the technological, commercial and political implications involved in satellite use for educational purposes. The representatives of CETS and of EBU left the Study Group in no doubt that there was little chance for a politically desirable, economically justifiable, properly educational use of a European satellite, unless a concerted and massive claim by the European educational authorities is manifested without delay. Clearly, Europe would otherwise run the risk of abandoning its cultural and educational independence and influence.

Fully aware of these acute dangers, the Study Group wished very strongly to encourage the CCC to take immediate action. It adopted a resolution which appears under point B. para. 15 of this report.

2. The assessment of common educational needs

The Study Group underlined the fundamental importance of studies comparing curricula and programmes in relation to the underlying educational needs. The current works of the CCC's committees should be accelerated, and new studies should be undertaken to redefine the "contents of education" against the background of new realities in thinking and of modern society. It will, no doubt, be easier to identify common new programmes on the basis of common new needs, than to harmonise existing curricula which are sometimes petrified with tradition and far from corresponding to any virtual need.

3. The problem of soft-ware

This problem is not new. In fact, its commercial aspect had been considered on the EBU level before the possibility of satellite communication came under discussion. The exchange of programmes and accompanying material and, to a certain extent and degree, even co-production of soft-ware is current among EBU member organisations, because of the economic advantages implied (e.g. one organisation produces a programme for five member organisations and receives five programmes in return).

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This scheme would need to be extended for more comprehensive educational purposes, including in particular fully developed multi-media systems.

In the long run, the main requirement in view of satellite application was, however, to establish systematic co-production of soft-ware on the European level, by making use, as far as possible, of existing first class material.

This co-production must be a joint enterprise of educationalists (multi-media specialists and specialists in single subjects) and broadcasters. Collaboration on the European level is of vital importance in this particular context. Europe will otherwise hopelessly lag behind, if it continues to neglect the great opportunities offered by modern educational technology and to split up its efforts in planning and programming.

The conclusions of the Study Group (points B, III, IV and V) should be read with an eye to the preceding framework of arguments, concerning satellite application.

IV. EXAMINATION OF THE PROGRAMMES OF TWO STUDY COURSES

1. Study Course on "Radio and television instruction in combination with other media and face-to-face meetings" (Stockholm, 1 - 6 June 1969) (doc. EES (68) Stage 46, 1)

In the absence of Mr. Höglund, the Swedish expert and organisor, the Secretariat informed the Study Group on the stage of preparations reached at the preparatory meeting in January.

The ensuing discussion engaged in problems concerning expert participation. The Study Group was anxious to see the themes and scope of this and of further study courses more limited and specified without however wishing to jeopardise the interdisciplinary approach. Multi-media systems must be considered as an integrated unit comprising, or being determined by, a number of parameters such as education, technology, information and communication theory, cybernetics, sociology and administration.

In view of the complex matter, it was also suggested, in the beginning and to a certain extent, to separate theory from practical application. Those responsible for implementation and administration should, however, from the outset maintain links with research workers.

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In conclusion, the Study Group approved the plan set out in doc. EES (68) Stage 46, 1. This was a clearcut concept which would merit and need to be dealt with by highly competent and specialised experts.

2. Study Course on "The application of combined teaching systems and the new aspects and functions of education which depend upon them - methods of total and partial programmed instruction" (Munich, 27 November - 2 December 1969) (doc. EES (68) Stage 49,1 ; EES (68) Stage 49,2; CCC/EES (68) 71; CCC/EES (69) 4)

The Director of the "Internationales Zentralinstitut für das Jugend - und Bildungsfernsehen", Mr. Winter, who is responsible for the organisation of this course, commented on the draft programme of the course as well as on the plan for an international compendium, covering in particular non-member countries and thus complementing the case-study series.

When examining the programme, the Study Group felt that there seems to be entire congruency between TV and multi-media systems, while, in reality, TV is only one, and perhaps not the most important component of such systems.

It was also felt that the formal aspect of education should not be over emphasised. The concept of permanent education must not be misunderstood; it is not just an extension of formal education; it is rather an attempt to co-ordinate, if not to integrate, formal and informal education. And it is in this context and within this current process that multi-media systems must play their important role not only as an instrument of instruction, but as an advocate of a new education implying the change of attitudes.

Mr. Schmidbauer, Rapporteur General of the Course, took note of a number of further comments, particularly concerning the theme of programmed instruction.

The Study Group was pleased to note that there was co-ordination between the programmes of the two courses in Stockholm and Munich.

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V. LONGER-TERM PLANNING (1970 onwards)

The Study Group noted, from the opening remarks of the Director, that it would continue to act as the "steering committee" for all future work involving the use of all types of multi-media systems of education.

The Study Group pointed out that, in its future work, there would be numerous occasions, owing to the highly technical nature of multi-media systems, when it would be necessary to call meetings of a small number of experts in highly specialised fields. It was clearly impossible to organise such meetings by calling upon member nations to nominate delegates; rather was it necessary to convene meetings of centrally chosen experts. The Study Group noted that the Secretariat already had powers to convene ad hoc working parties, the members being chosen solely on the basis of their expertise. The Study Group wished to draw the attention of the CCC and its Committee for Out-of-School Education to the probable need, in 1970 and later years, for an increased number of such meetings. The first clear needs for such meetings had already emerged in earlier discussions, namely:

(i) meetings of the national research group (Chapter B, para. 5),

and

(ii) meetings of the expert group to write the co-operative European pilot-project (Chapter B, para. 14).

At the same time the Study Group recognised the continuing need for more diffuse discussion of particular non-technical problems, and agreed that study courses represented a convenient way of coping with this problem. It was aware that the organisation of such study courses was the responsibility of an individual host country; and that the delegates to each study course were nominated by member countries. Thus the Study Group itself could in no sense control the nature and scope of such study courses, apart from making suggestions, as had been done in respect of the two courses already planned in Stockholm and Munich. It was considered that further study courses dealing with different aspects of permanent education might be appropriate in later years.

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The Study Group also considered that a start must soon be made on the problems associated with correspondence course teaching. It noted that a compilation of existing reports was being prepared by the Secretariat, and members offered to comment upon the draft of this compilation. Once the final version was available, it would give a starting point for further serious consideration by the Study Group itself and possibly later by an ad hoc working party.

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B. CONCLUSIONS ADOPTED AT THE MEETING

I. REPORT ON NEW TYPES OF OUT-OF-SCHOOL EDUCATION

1. The Study Group received the final draft of the report of its first meeting. It was agreed that, although there had been considerable developments in the interval since the report was compiled, it did represent the views of the Study Group at that time. It was accordingly decided to ask the Committee for Out-of-School Education to forward it to the CCC with a covering note (doc. EES (68) Misc. 3 rev. 3) explaining its main purpose.

It was also decided that the Secretariat could perform a very useful service by circulating, with as little delay as possible, any further reports of individual case-studies submitted to it. Further case-studies might be expected, during the next two years, from France, the U.K. and Norway. Reports on case-studies must, of course, be prepared by the individuals responsible for them but the hope was expressed that the Secretariat might urge these individuals to write their reports in the format outlined in Section V of the report of the first meeting of the Study Group.

It was agreed that the report of the first meeting of the Study Group and subsequent reports of individual case-studies, should be made available by the Secretariat to any individual who requested them; and that larger supplies should be sent to any member country which wished to distribute them within its own territory.

II. REPORT OF THE SCHEVENINGEN SEMINAR

2. The Study Group received the report of the Scheveningen Seminar (doc. EES (68) Stage 43, 10). It noted the two main recommendations of the Seminar, namely:

(i) the creation of a research group in each member country, and

(ii) the initiation of a co-operative European pilot-project.

While it was in general sympathy with both recommendations, the Study Group felt it necessary to specify more precisely their nature. Accordingly, the Study Group does not endorse the recommendations of the Seminar, but puts forward the following proposals (points III and IV) for the consideration of the Committee for Out-of-School Education, emphasising that these must be read in the light of the background information embodied in the report of the Seminar.

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III. FURTHER CONCERTED STUDIES ON EVALUATION

(a) Definition and classification

3. There is a lack of definition of the precise meaning of the word "evaluation" when it is applied to courses using multi-media systems of education. The resulting imprecision renders the description of studies of such courses liable to ambiguity and consequent misconstruction. The Study Group felt that a serious attempt must be made to classify and describe the various types and methods of evaluation that were available. As a first attempt at a simple classification, the Study Group constructed the table in Appendix I; it recommends that later meetings of experts in evaluation should use this table as a basis for the construction of a more definitive classification which should be coupled with brief descriptions of the various methods contained therein.

4. The Study Group wishes to stress that the classification of methods of evaluation in Appendix I refers to studies carried out in relation to one particular individual course. Studies performed in any country of broader problems such as the overall need for adult education, the particular nature or forms of adult education, or the administrative structures responsible for adult education are not, and should not be referred to as "evaluations".

(b) National research groups

5. The Study Group recognises the need, in certain member countries, for the creation of research groups; but sees two wholly separate functions for them. In some countries, nevertheless, the same group could undertake both functions. The two functions are:

(i) to study in a broad sense (see para. 4) the need for, nature of and structure of adult education, and,

(ii) to study the available methods of evaluation (see Appendix I) of individual courses; and, later, to undertake the evaluation of particular national or co-operative international courses.

In respect of the second function, the Study Group considers that the Committee for Out-of-School Education should sponsor regular meetings where all national groups could discuss and learn about methods of evaluation, so that each country eventually has a trained team capable of undertaking evaluation. Such meetings would provide one opportunity for the construction of the more definitive classification and description of methods of evaluation suggested in para. 3.

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The Study Group recommends that the Committee for Out-of-School Education advise governments of the need to establish such research groups, where they do not already exist, as soon as possible. The precise composition of a research group should be decided by each country, but clearly the disciplines of education, psychology and sociology should each be represented, and there should be at least one member of the group competent in the field of the economic planning of multi-media systems courses.

(c) Comparative studies of methods

6. The Study Group considers that comparative studies of such methods of evaluation as are classified in Appendix I are a matter of urgency. It therefore recommends that member countries should embark upon a project which will permit of a trial of some of these methods. It considers that, rather than imposing the same course on all countries (as suggested by the Scheveningen Seminar), it would be wiser to leave countries freedom of choice of a particular course. The essential features of the project are that the course must be evaluated; that the evaluation must be the responsibility of the national research group (see para. 5); and that the national research group should at all stages seek international discussion of its design for evaluation.

This series of studies is not an example of international co-operation in education; it is rather a concerted attempt to examine and to exploit the different methods of evaluation in a variety of circumstances and for a variety of courses.

IV. EDUCATIONAL CO-OPERATION AND COMMON PROGRAMMES

(a) Technological advance and educational co-operation

7. The ultimate goal of our thinking about permanent education must, of course, be the creation of truly international educational programmes using the multi-media systems approach. The Study Group was aware of the enormous potential of technological advances, including new video-recording systems and the provision of communication by satellites, in aiding international ventures in education. Nevertheless, the Study Group wishes to emphasise that technology can only aid in communication; it can never, of itself, solve all the academic and administrative problems inherent in developing courses of instruction acceptable in all member countries.

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The Study Group is acutely conscious that technological advance may well outstrip advances in the solution of these academic and administrative problems. It thus wishes to stress the need, at the earliest possible moment, for a European pilot-project which involves real educational co-operation between member countries.

8. In its discussions of the need for such a pilot-project the Study Group was fully aware of the fact that a European satellite would shortly become available as a means of communication; it wished to emphasise that there was a tremendous urgency about staking the claim of educational broadcasting as a major user of the facilities offered by the satellite. The Study Group was conscious of the fact that international preparations for the educational use of the satellite were not very far advanced; but that it would be fatal to wait for the completion of the preparative work before making such a claim.

(b) <u>The fields for co-operation and the need for common programmes</u>

9. There were certain fields where the need for and value of co-operative and common educational programmes for Europe were self-evident. In particular the Study Group had in mind languages courses, courses in science and technology where the pace of advance rendered new courses necessary at least once in five years, refresher and updating courses in the professions and the trades, and courses for teaching the teachers. The Study Group saw no reason for doubt that these courses, amongst others, are common needs of all European countries. It also believes that the provision of such courses, using the multi-media systems approach, including the use of television programmes relayed by satellite, is a matter beyond reasonable doubt; and that it calls for the most urgent attention of member countries.

10. At the same time the Study Group would wish to see further studies made of the need for common European education programmes of other kinds and in other fields. The problem of the definition of such needs should not, however, be made an excuse for failing to make the most immediate use of the satellite within those spheres over which little argument was possible (see para. 9).

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(c) Two possible ways to produce common programmes

11. The Study Group saw two possible ways in which courses could be produced for transmission throughout Europe by satellite transmission. The first consisted of the production, wholly within one country (although possibly financed co-operatively), of a course which was designed primarily for European consumption rather than for local or national consumption. The Study Group envisaged, for example, the production of common language programmes: the course in English being produced by the UK, the course in French by France and so on. It seemed probable that national programme needs might, in the early stages, make such ventures difficult of accomplishment; but the Study Group was unanimous in recommending that the Committee for Out-of-School Education exhort member countries to embark upon the production of such courses as soon as possible.

12. The second way in which courses could be produced for European transmission was by the co-operative action of the member countries. Here the Study Group, knowing of the financial problems involved in such co-operative ventures, decided to recommend only a pilot-project in the first instance. The basic reason for a co-operative pilot-project was that it would offer the chance of measuring the technical difficulties involved in any successful co-operative programme. To provide the basis of such a test it was not necessary that the course chosen for the pilot-project should be extensive; instead it should be a short course of, roughly, six programmes. The Study Group has outlined the basis of one possible pilot course in Appendix II.

The Study Group is very clear that the prosecution of a pilot-project of this kind is a matter of the greatest urgency, since, until such an experimental programme is produced, many technical questions must remain unanswered.

V. IMMEDIATE ACTION TO BE TAKEN

(a) Course production

13. The Study Group wishes to urge all member states to watch very carefully, when involved in course production, the possible extension of the course from the national to the European scene. Such nationally produced courses could, possibly after modification and the addition of new sound tracks, provide a broad basis of soft-ware for satellite transmissions in the early years.

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(b) Co-operative European pilot-project

14. The Study Group wishes, in addition, to press the governments of member states to provide funds for a limited pilot-project in co-operative education. The reasons for this decision are given in para. 12, and one suggested project is outlined in Appendix II. The Study Group strongly suggests that, if this project finds favour, a working party should be set up forthwith to produce suitable patterns and scripts for the course.

(c) Claim for wavebands

15. Finally, the Study Group was aware that, during 1970-71, there would be an international meeting to determine the allocation of frequency bands to transmitting authorities. The Study Group was impressed by the arguments that it was a matter of extreme urgency that a claim be lodged for the allocation of suitable wavelengths for educational purposes. It was accordingly resolved that all delegates should try to bring pressure on their respective governments; and that the CCC should be asked to invite all departments of education to press for the allocation of satellite time and suitable wavelengths for the use of the education authorities.

Claims by individual national authorities for satellite time for educational purposes were not likely to be very strong by comparison with the claims of commerce and of entertainment. It was probable that only a concerted effort by the education authorities of all the member countries, organised through the CCC, would carry enough weight to ensure success.

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A P P E N D I X I

A suggested classification of METHODS OF EVALUATION OF COURSES

1. Evaluation of the need for a course

1.1. Evaluation of the need felt by potential students can, for example, be:

1.1.1. estimated from knowledge of school programmes etc.;

1.1.2. measured qualitatively by questionnaire or interview;

1.1.3. measured quantitatively by test or examination.

1.2. Evaluation of the need felt by teachers, institutions, or governments can, for example, be:

1.2.1. estimated from knowledge of skilled manpower resources as compared with the national need for such skilled manpower.

2. Evaluation of the audience for a course

2.1. Evaluation of the size of the audience can be done quantitatively by measurements of, for example:

2.1.1. number of students completing course;

2.1.2. number of persons following broadcasts and buying the accompanying literature;

2.1.3. number of persons watching broadcasts.

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2.2. Further analysis of figures from 2.1. can, for example, yield:

2.2.1. distribution by age and sex;

2.2.2. distribution by occupation;

2.2.3. distribution by previous qualification and experience.

2.3. Measurement of changes in 2.1. and 2.2. with the passage of time is possible when the same course is repeated a number of times.

3. Evaluation of the educative effect of a course

The educative effect of a course can be estimated from:

3.1. Non-comparative measurements, such as:

3.1.1. qualitative measurements by questionnaire or interview;

3.1.2. quantitative measurements by test or examination.

3.2. Comparative measurements, such as:

3.2.1. 3.1.1. compared with 1.1.2.

3.2.2. 3.1.2. compared with 1.1.3.

(Note that 3.1. and 3.2. may be applied to measurements of knowledge, skill or attitude)

4. Evaluation of a method of teaching

(All evaluation of methods of teaching are essentially relative, and must, to be valid, be comparative and prospective; thus the comparison must be made on audiences which are, otherwise, random samples of the same population)

Examples of comparative evaluations of methods of teaching are:

4.1. "Internal" comparative experiments: Experiments where a single course is offered in more than one combination of multi-media systems.

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4.2. "External" comparative experiments: Experiments where a multi-media systems course is compared with an established course designed to fulfil the same purpose.

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A P P E N D I X II

Suggested outline of a CO-OPERATIVE EUROPEAN PILOT-PROJECT

1. The co-operative pilot-project should take the form of a single short course of approximately 6 broadcasts.

2. The topic should be one which can be adequately covered within such a short course; and one which is sufficiently new and unusual to lead national broadcasting authorities to want to give it transmission time. The suggested topic is "Communication by Satellite". This has the additional advantage of being closely related to our aspect of the actual work of the Study Group, so that the experience of writing the course might in itself assist in further planning. The course could range from an introduction to the basic principles of radio waves through to the actual and potential powers of satellites. It should be a combination of the educational and informative aspects of teaching.

3. The broadcasts and supporting printed material should be designed and written by a specially selected international working party, comprising both experts in multi-media systems and experts in the sciences associated with radio and satellite transmissions.

4. The selection of suitable experts should be done by the Secretariat after consulting the members of the present Study Group.

5. Once the course is written, the production of the broadcasts should be carried out by one broadcasting authority willing and able to undertake the task. This service would probably have to be paid for by the Cultural Fund. The CCC would have to make special arrangements to provide for this.

6. The single video-recording thus produced should then be provided with complementary audio-recordings in all the necessary languages.

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7. All member countries should then endeavour to persuade their broadcasting authorities to transmit the course. At the same time they should make the necessary arrangements for the provision of the supplementary facilities.

8. These supplementary facilities should include a printed booklet (written by the international working party) and, where possible, the provision of facilities for group viewing and discussion.

9. The course should be evaluated by each country by a uniform pattern, determined by the international working party, but broadly based on sections 2.1. and 3.1. of Appendix I.

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A P P E N D I X III

AGENDA

1. Comments on the report of the first meeting and follow-up. (Suggestions for further case-studies)

   /Brochure on New Types of Education/

2. Discussion on the results of the Scheveningen Seminar and follow-up programme 1970-71.

   (a) Setting up of national research teams.

   (b) European pilot-project possibly with a view to satellite application.

   (c) Publication of the report.

   /EES (68) Stage 43, 10/

3. Discussion on some of the deliberations of the Working Party on the use of satellites for educational purposes

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4. Examination of the programmes of two Study Courses (Stockholm and Munich)

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   EES (68) Stage 49, 1
   EES (68) Stage 49, 2
   CCC/EES (68) 71
   CCC/EES (69) 4 /

5. Outlines for a longer-term programme.

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